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ABSTRACT

Three skills of written expression--composition, mechanics, and grammar--are the focus of this guide for elementary grades. The goal for these areas is for all students to learn how to use the skills of composing and editing appropriate to their age and level of individual development. Within the categories of composition, mechanics, and grammar, each grade, kindergarten through eighth, is assigned specific goals and activities. (TS)

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LANGUAGE ARTS CURRICULUM GUIDELINES
Continuum of Skills: Written Expression K-8

Arlington Heights Public School District No. 25
Arlington Heights, Illinois
September, 1975

These guidelines are the result of a one year project involving an examination of the language arts program. They are only a beginning of something that through their use, revision and extension can develop into a complete, refined set of expectations for the students of District No. 25.

The continuum of skills of written expression consists of three divisions:

Composition: Handwriting
Vocabulary
Sentence Structure
Paragraph Development
Longer Works

Mechanics: Capitalization
Punctuation: Comma
Others

Grammar: (Being Written)

The goal in this area of written expression is for each student to learn and to use the skills of composing and editing appropriate to his age and level of individual development. Attainment of this goal is sought through these guidelines which are a classification of skills by grade as traditionally presented offering a system of continuous growth to the entire district. No materials or methods are suggested here allowing various equally good ones to be chosen by those who must work with them.

I have written this continnum with three goals in mind: to be succinct, to promote articulation and to facilitate individualization. Each skill should read, "Commensurate with his abilities, the student will . . . (begin to practice forming letters of the alphabet)."

I chose a flowing format to stress the progression of skills from one grade to the next. No skill is ever repeated on this guide although all skills the student has already studied must be continuously applied to insure mastery. This system of organization provides each teacher with the skills taught at the grades before and after his grade as well as at his own grade. Hopefully, this information will greatly aid teachers trying to meet the individual needs of their students.

Grade designation of a skill means that that skill should be introduced to all students in that grade who are ready to learn it and that it should be emphasized in the work for that year. There should be ongoing maintenance of the skills taught in previous years while mastery of a skill will be achieved when each student is ready. It is imperative that every teacher read and use the entire continuum and adjust it to each of his students!

This continuum should in no way tie the teacher only to those skills mentioned. It is meant to be a base, a guideline, which each teacher will extend for his own students as needed. The emphasis should be on application; evaluation is based on the skills already taught.

I would like to thank the Board of Education for their insight in recognizing the need for this project. Their dedication to the children of School District No. 25 is exhibited in their desire to support this study of the language arts curriculum. I also thank the teachers who spent time with me suggesting how curriculum guidelines could best serve them and helping me improve this continuum of skills.

Barbara Sirotin
Language Arts Coordinator

KINDERGARTEN

Begin to practice forming letters of the alphabet
Print first name without using a model
Readiness: oral composition in preparation for written composition

GRADE 1

Form all letters of the alphabet both upper and lower case from model: A,a, B,b . . .

Vocabulary:

Form simple words: *train, band*
Make lists of sensory words: sight: *long, yellow, plump, messy*
Write rhyming word to complete a couplet: *Star light, star bright,*
First star I see _____:
Utilize all word lists in writing

Sentence Structure:

Unscramble familiar words to make sentences: *help I mother my/ I help my mother.*
Write declarative sentences: *My brother goes to school every day.*
Write interrogative sentences: *Do you have a pet at home?*
Use a picture dictionary to write a sentence

Paragraph Development:

Write at least four consecutive sentences related to one main idea
Begin to develop a sense of sequence

GRADE 2

Write legibly in manuscript form

Vocabulary:

Make lists of words for relationships: *before, after, under, near*
Make lists of sensory words: touch: *smooth, wet, hard*
hearing: *splash, thud, loud*
Use descriptive words in sentences: make lists of words for different categories: people: *short, funny*
Find the word that best describes a person or thing: *small or tiny*
Use a variety of words to express an action: *walk, march, step, plod, tramp, hike*
Write phrases that describe location: *on the farm, in my mother's room, at school*

Sentence Structure:

Begin to be aware of sentence sense: *Susie told us a funny story.*
Write exclamatory sentences: *Here comes the parade!*
Write imperative sentences: *Put the bicycle on the porch.*
Change a declarative sentence into an interrogative one: *It is raining outside.*
Is it raining outside?
Begin writing compound sentences: *Bobby made two home runs and we won the game.*
Use correct subject-verb agreement: *The boys work. The boy works.*
Use standard English usage: *He did it. This football is mine.*

Paragraph Development:

Continue to write four or more related sentences

GRADE 3

Write legibly in cursive form

Vocabulary:

Make lists of words pertaining to a topic: Bicycling: route, schedule, gears, sprocket, link

Make lists of sensory words: taste: sour, sweet, stale
smell: fresh, dirty, delicious

Begin to grasp abstract words: eagerness, death, health, joy

Distinguish homophones: to, two, too: hear, here; know, no; there, their, they're

Substitute a synonym for a verb in a sentence: Bob said that he didn't get any./Bob complained that he didn't get any.

Work with sets of antonyms: hot-cold, far-near

Sentence Structure:

Identify and eliminate sentence fragments: about a little girl in Japan/ The book is about a little girl in Japan.

Write related sentences without stringing them together with and's: The farm house was painted green and it was large and barnlike and it stood all by itself back of some pine trees and . . ./
Revision: The large, barnlike farmhouse was painted green. It stood all by itself back of some pines.

Express thoughts clearly in longer sentences: The night was so dark I could not see the trees when I went out to walk my dog.

Paragraph Development:

Work on paragraph development to convey a main idea

Tell what happened in the right order

Build a paragraph by adding facts

Begin to understand the use of rough draft

Begin to recognize good writing standards: clarity, suitable words, originality

Recognize wordiness and useless repetition

Longer Works:

Write longer stories

Include colorful characters

Use descriptive passages

GRADE 4

Vocabulary:

Choose words which convey desired, precise meaning: old: ancient, antique, time-honored, secondhand

Write simple figurative language: simile: She was as nervous as a long-tailed cat in a room full of rocking chairs.
personification: The angry wind bent the trees almost to the ground.

Form new words by adding prefixes and suffixes: lock-unlock, care-careless

Use standard forms of reflexibe pronouns: The boys bought the ball and the bat for themselves.

Sentence Structure:

Identify and eliminate run-on sentences: Will you go to Filbert's Bicycle Shop with me its on the way to the library/ Will you go to Filbert's Bicycle Shop with me? It's on the way to the library.

Write sentences with compound parts: Mary and I helped the coach with basketball and volleyball this year.

Paragraph Development:
Develop a paragraph using a topic sentence: *The real name of a falling star is meteor.*
Recognize beginning, middle and end of a paragraph
Develop a paragraph using order of importance: transition words: *as, before, until, whenever, while*
Develop a paragraph using chronological order: transition words: *first, next, meanwhile, later, afterward*
Use consistent tense
Write a well organized paragraph which includes at least five sentences
Longer Works:
Detail proper settings in narratives
Include dialogue
Take notes from oral presentation

GRADE 5
Vocabulary:
Make lists of synonymous adjectives to add variety to description: *pretty, beautiful, lovely, fair, delicate, attractive, fine, graceful, gorgeous*
Make lists of words specialized to a subject area: *Science: habitat, environment, metamorphosis*
Concentrate on the inclusion of adverbs: *suddenly, gracefully, now*
Make lists of possible emotional responses: *angry, nervous, proud, confused, loving, sad*
Write figurative language: metaphors: *The kitten was a soft bundle of warmth in his arms.*
Sentence Structure:
Expand phrases into complete sentences: *climbed several high mountains/*
The three brothers climbed several high mountains.
Combine a series of choppy sentences: *It was raining.*
Mary was late for school.
The teacher understood./
Because it was raining when Mary was late for school, the teacher understood.

Paragraph Development:
Recognize that supporting details clarify or amplify the topic sentence
Use beginnings and endings to contribute to unity
Include the five W's (who, what, when, where, why) in narration
Develop a paragraph using spatial order: transition words and phrases: *next to, in front to, beside, between, behind, near, far, beyond*
Develop a paragraph through classification (sorting and grouping): transition words: *this group is, the others are, a few are, some similarities*
Summarize ideas
Longer Works:
Extend narratives
Include details
Outline main ideas and supporting details

GRADE 6

Write legibly in cursive form without practice for practice sake

Vocabulary:

Become aware of the interrelationship of sensory words introduced in grades 1, 2, 3:

- Sight: *shiny, brown, ugly*
- Smell: *spoiled, putrid, musty*
- Hearing: *noisy, crackled, piercing*
- Touch: *soft, fluffy, sticky*
- Taste: *spicy, bitter, greasy*

Write figurative language: alliteration: *Gray ghosts gasped grotesquely.*
onomatopoeia: *buzz, zip*

Sentence Structure:

Write complex sentences: *When the holidays were over, the family settled into its routine.*
Write sentences using relative clauses: *Jerry was in the bus that slid off the road.*
Use parallelism in the same grammatical pattern: *Mary likes dancing, singing, and playing the piano.*
Edit work seeking to achieve varied, concise, expressive sentences

Paragraph Development:

Choose limited topics of interest
Write model paragraph: topic sentence
six to eight sentences on related ideas with details
closing sentence that gives feeling of completeness
Work toward unity of ideas (all sentences stick to the idea expressed in the topic sentence)
Work toward coherence (all sentences have a clear and logical relationship to each other)
Use transitional devices to achieve coherence: *repetition; antecedent-pronoun; references to time, place or thought already mentioned.*
Develop a paragraph through comparison and contrast: transition words: *as as much as, more than, different from*
Use transition words and phrases for relationships between sentences: *however, furthermore, in fact, yet, therefore*
Draw inferences in development
Begin to use consistent point of view
Utilize effective reasoning: fact vs. opinion
Answer thought questions in a logical and concise manner
Use outlines to establish order of ideas

Longer Works:

Build suspense in narration through: narrative opening
realistically described details
carefully selected words
description of characters' feelings, actions and conversation
ordering details
matter of fact tone
real preparation for a surprise ending

GRADE 7

Vocabulary:

Extend study of synonyms: *investigate--probe, scrutinize, inquire*
antonyms: *disappear--emerge, loom, arrive*
homophones: *principle--principal*

Examine meanings of idioms in general usage: literal meaning: *Dick opened his eyes in a strange room.*
idiomatic meaning: *Dick's trip to Yellowstone National Park opened his eyes to the grandeur of nature.*

Avoid cliches: *as quiet as a mouse*

Use a thesaurus to expand word choice: *cunning--crafty, shrewd, sly*

Sentence Structure:

Change a sentence from active voice to passive voice: *The small boy took the mouse from the trap and threw it away.*
The mouse was taken from the trap and thrown away by the small boy.

Write compound-complex sentences: *I left in a hurry so I called her when I arrived in New York.*

Incorporate into compositions these five sentence patterns:

N-V: *Mary sings.*
(Subject-verb)

N-LV-Adj: *The boy looked unhappy.*
(Subject-Linking Verb-Predicate Adjective)

N-LV-N: *Tom became the manager.*
(Subject-Linking Verb-Predicate Noun)

N-V-N: *Tom fired the manager.*
(Subject-Verb-Direct Object)

N-V-N-N: *Sally offered her brother a cookie.*
(Subject-Verb-Indirect Object-Direct Object)

Paragraph Development:

Develop a paragraph through cause and effect: transition words and phrases: *therefore, so, for this reason, because of this, consequently, since*

Develop imaginative writing beyond observation dealing with feelings and mental images

Write from first person point of view: *I viewed the situation with alarm . . .*

Use objective viewpoint: *writer not personally involved with the material*

Use subjective viewpoint: *writer involved with the material*

Begin to use consistent tone: *indignant, pompous, sweet, scholarly, bitter*

Longer Works:
Develop a sense of paragraphing: Begin with topics that can easily be divided in half:
Problem-solution: *adjusting to a new school*
Before-after: *a snowstorm*
Preparation-action: *participating in sports*
Generalization-example: *life in a big family*
Keep only one main idea in each paragraph
Unify paper around a central theme
Use a final sentence that concludes the entire composition, not just the paragraph
Use smooth transition from paragraph to paragraph: transition words and phrases: *at the same time, in the same way, consequently, for example, in addition, on the other hand*
indirect transitional devices: *parallelism, figures of speech, tone, rhythm*
Use a variety of paragraph formations in one composition: *definition, example, comparison-contrast*
Outline plans for writing using subtopics

GRADE 8
Vocabulary:
Expand understanding of words through etymology: *paragraph [Gr. < para-, beside + graph, to write] Lines were once used alongside writing that was about related ideas. Later the sign ¶ was used.*
Choose words for their emotional impact: *eerie, ominous, foreboding*
Choose the word with the right connotative value: *house--home, pad, castle, dump*
Become sensitive to euphemisms of consideration and wary of those of deceit: *died--passed away; concentration camp--relocation center*

Sentence Structure:
Write sentences using noun clauses: *What I should do next is my problem.*
The yellow leaves are what I remember best.
Increase complexity of sentence structure by using verbals:
Participals: *Turning around quickly, Jean bumped into Mrs. Wood.*
Gerunds: *Walking is good exercise.*
Infinitives: *To leave early is sometimes impolite.*
Incorporate into compositions this additional sentence pattern:
N-V-N-N: *Many girls helped elect Sue President.*
(Subject-Verb-Direct Object-Object Complement)

Paragraph Development:
Use a variety of sentence constructions within one paragraph: *Introductory prepositional phrase, subject-verb*
Develop a paragraph by persuasion, proving facts and supporting opinion
Utilize effective reasoning: deductive/inductive: *move from specific to general/*
move from general to specific

Longer Works:
Work on polishing the skills of exposition
Consciously include the four main parts of the plot in narration:
- Opening: *sets stage, introduces characters, arouses interest*
- Development: *presents a chain of events and actions, creates atmosphere*
- Climax: *presents the high point of the suspense*
- Closing: *tells how the story comes out*

Create a mood or general impression through the use of details
Create a tone
Address a specific audience
Seek unity and balance of the whole

KINDERGARTEN
Visual discrimination between upper and lower cases

GRADE 1
The first word in a sentence: *The fireman climbed a tall ladder.*
Pronoun I: *My mother says I am a good helper.*
Personal titles: *Mr., Mrs., Miss, Ms., Dr.*
Friendly letter: greeting: *Dear David,*
first word of closing: *Your friend,*
Proper nouns: names of people, pets, schools, streets: *Sue, Mr. Carlson, Patches, Lincoln School, Poplar Street*
names of cities, states, countries: *Chicago, Illinois, U.S.A.*
names of days, months: *Wednesday, April 23*

GRADE 2
Titles of books, chapters of books, poems, short stories, original stories, magazines, songs, movies, radio or T.V. programs:
(In titles capitalize the first word, the last word and all important words except articles, conjunctions and short prepositions): *The Story of a Moon Rocket*
Initials: *J. N. Smith, Robert B. Conroy*
Abbreviations of proper nouns: *Mon., Nov.*
Proper nouns: names of holidays and special days: *Christmas, National Education Week*
names of special places: *Lincoln Memorial, Sears Tower, Atlantic Ocean*
names of special groups of people: *Americans, Europeans, Germans*

GRADE 3
First word in a line of traditional poetry: *A bird came down the walk;*
He did not know I saw, . . .
Proper nouns: names of governmental bodies and agencies: *U.S. Senate;*
Department of Health, Education and Welfare
names of organizations: *United Nations, Girl Scouts*
names of historical events: *World War II*
names of specific ships, cars, planes: *Spirit of St. Louis*

GRADE 4

First word in a direct quotation: *Tom asked, "Did you have a nice time?"*
Proper nouns: sacred names: *God, Bible*
trade names: *Crest toothpaste, Pepsi-Cola*
names of languages: *English, Russian*
Proper adjectives (adjectives derived from proper nouns): *a Chinese dinner*
Words for family relationships when they stand alone or with a name, but not when they are used as common nouns with possessive pronouns:
proper noun: *I bought Mother a gift.*
common noun: *I bought my mother a gift.*
proper noun: *On our vacation we stopped to visit Uncle John.*
common noun: *On our vacation we stopped to visit my uncle.*
After strong interjections (not after mild ones): strong: *Help! Fire! Save our house!*
mild: *Well, you have finally decided to go with us.*

GRADE 5

Common noun or adjective when part of a proper name (Generally, when a common noun is separated from the place name by a preposition, the common noun is not part of the name): *a river in Ohio, the Ohio River*
In outlines, both sentence and topic, the first word of each division:
Life in a Greek Village
I. Homes in Corfu
A. Stone and wood
B. Garden with wall

GRADE 6

Season of the year only when personified: *Old Man Winter, but a northern winter*
School subjects: languages and those followed by a number: *French, Industrial Arts II*
For emphasis: *Use SPARINGLY!*
Compass directions when used as definite places (not when they indicate direction):
place: *What are the largest cities in the North?*
direction: *Walk three blocks north to the library.*
In acronyms: *NATO, SEEK*

GRADE 7

Personifications: *In the poem I read, Death paced the floor each midnight.*
Pronouns with the deity for antecedents: *God . . . . He, Him*
Titles used without a person's name only in reference to a high official:
high official: *The White House is the official residence of the President.*
common position: *The president of the company resigned.*

GRADE 8

After colon that signals an explanation when material is not highly related: *Many policemen will tell the citizens: We don't make the laws.*

BEYOND 8

Words with both proper and common forms:
proper: *Democrat: in the U.S. a member of the Democratic Party*
common: *democrat: a person who believes that a government should be run by the people who live under it.*

KINDERGARTEN
None

GRADE 1
Friendly letter: greeting: *Dear Sarah,*
closing: *Your friend,*

GRADE 2
In date: *October 15, 1975*
In address: *Arlington Heights, Illinois 60005*

GRADE 3
In a series: option: informal, modern use: no comma before conjunction:
We saw lions, tigers and elephants at the zoo.
formal: comma before conjunction:
We saw lions, tigers, and elephants at the zoo.
In date within a sentence: *On July 15, 1975, the boys will go camping.*
In address within a sentence: *He moved to Arlington Heights, Illinois, last December.*
In numbers: 2,5[illegible]; 65,289 (*not with round numbers of four figures: 2000*)

GRADE 4
Between last name and first name: *Powell, Janice; Anderson, Eric K.*
With titles: *Wilbur N. Woods, Jr.; Louise M. Lorenz, M.D.*
After introductory yes and no: *Yes, the museum is open all day.*
To set off a direct quotation: *My father said, "I hope to be home soon."*
With appositives: *John, the boy with the red hat, found my bicycle.*

GRADE 5

More general date: option: *December, 1975; December 1975*
Time and day added to date: *9:00 a.m., Saturday, April 10, 1975*
Complete address within sentence: *He has lived at 124 Willow Lane, Arlington Heights, Illinois 60005, since 1970.*
Between city and country: *Quebec, Canada*
Between city, state and country: *Buffalo, New York, U.S.A.*
To set off a noun in direct address: *Sharon, will you count the cokes?*
Between coordinate clauses joined by and, or, nor, yet:
Option: long clauses: comma needed: *I am going to the movies at 7:00 to see Dracula, and I hope to go to McDonald's afterwards.*
short clauses: comma optional: *He will buy a new bicycle or he will fix his old one.*
Between all coordinate clauses joined by but or for: *We called twice, but he didn't answer.*

GRADE 6

With direct address other than names: *My friends, I thank you for your support.*
With broken quotation: *"I'm going," she said, "with my friends."*
After introductory modifying phrase when phrase is long, when a mark of separation is required to indicate the point at which the main clause begins or when ambiguity or misunderstanding would result from lack of punctuation.
comma needed: *In the book that I read last week, the main character finally found happiness.*
comma optional: *In this book the main character finally found happiness.*
After introductory subordinate clause in complex sentence:
Although the game was only half over, the spectators were leaving.
With interrupters: *My song, I hope, will be played on the radio.*

GRADE 7

To avoid confusion within a sentence: *After eating, my brother rushed to the baseball game.*
In a series: Expand this rule introduced in grade three to include:
(The informal, modern option is used in the following examples.)
Nouns:
Subjects: *The Blackhawks, Cubs and Bears were her favorite teams.*
Direct objects: *Buy a book, a pen and some paper.*
Indirect objects: *Charlie gave Carol, Jan and me rides on his minibike.*
Predicate nouns: *The most successful students were Fred, Joe and Alice.*
Verbs: *We flew to California, drove down to Mexico and came home on the train.*
Adjectives: *(Two adjectives constitute a series if they can be joined by and.) The attractive, comfortable furniture is expensive.*
Phrases: *Through the office, by the drinking fountain and into the washroom roamed the aimless boy.*
Clauses: *We had no idea who he was, where he came from or what he wanted from us.*

GRADE 8

Before tag question: *You will help me fix the flat, won't you?*
With repetition of same word: *Too many people who suffer, suffer alone.*
Between the main clause and a long modifying phrase when a loosely related phrase follows the main clause: *The store owner nervously watched the man, alarmed by his searching look.*

BEYOND 8

To set off a nonrestrictive element: The concept of restrictive/nonrestrictive relating to modifying clauses, phrases and appositives is very difficult for students to grasp and, at times, a matter of personal judgment. Before this area of punctuation can even become a problem, the students' writing must be sufficiently sophisticated to produce these structures. Work on the production of these forms first; then, for the students who are ready, teach the rule of punctuation, give examples and work with the application of the rule through the students' own writing.

KINDERGARTEN
None

GRADE 1
Period with declarative sentence: *The blue whale is the biggest mammal that ever lived.*
Period after personal title abbreviations: *Mr., Mrs., Ms., Dr.*
Question mark with interrogative sentence: *Have you ever been to Mexico?*
Colon in clock time: *10:30 a.m.*

GRADE 2
Period after abbreviations: *Mon., Nov., St.*
Period after initials: *J. S. Smith*
Exclamation mark with exclamatory sentence: *I am nearly starved!*
Apostrophe in contractions: *can't, I'm*
Apostrophe in possessive case of singular nouns: *dog's bone, Charles' bike*
Indent an initial paragraph

GRADE 3
Period or exclamation mark with imperative sentence: *Wait on the corner. Don't jump!*
Underline (italics in print) titles of books, names of newspapers and magazines:
One Morning in Maine, The Chicago Sun Times, Cricket
Quotation marks to set off titles of poems, short stories, original stories:
"You Are Old, Father William," "The Lost Pony"
Hyphen to divide words between syllables at the end of a line: *multi-plication*
Apostrophe in possessive case of plural nouns: *boys' choir, children's pet*

GRADE 4

Exclamation mark after strong interjection: *Wow! What a mess you made.*

Quotation marks to set off direct quotations with:

Periods and commas inside end quotation marks:
"The game is over," announced the umpire.

Question mark and exclamation mark inside end quotation mark if only words quoted are questions or exclamations:
He asked, "Is it going to rain?"

Question mark and exclamation mark outside end quotation mark if entire sentence is question or exclamation:
Did he say, "I'll never go there again"?

Quotation marks only at the beginning and end of several quoted sentences:
"Suddenly it grew dark. I could see the tornado coming our way. As we headed for the basement, we feared the worst," Karen recalled.

Indent with each new speaker when writing dialogue

Quotation marks with titles: Expand rule introduced in grade three to include setting off titles of songs, articles and chapters of books: *"This Land is Your Land," "Sports Shorts"*

Underline titles (italics in print): Expand this rule introduced in grade three to include titles of movies, T.V. programs, works of art, ships, trains, planes: *The Way the West Was Won, Mona Lisa, The City of New Orleans*

GRADE 5

Colon after greeting in a business letter: *Dear Sir:*

Hyphen in compound numbers from twenty-one to ninety-nine: *thirty-three*

Hyphen in clock time when written out: *ten forty-five*

Hyphen in numbers used as adjectives: *The twenty-second amendment to the U.S. Constitution limits the number of terms a president can serve.*

Hyphen in fractions: *Only two-thirds of the class will be going to see the movie.*

Apostrophe in plural of letters and numbers: *Are there two m's in recommendation? Ask the physical education teacher to order three size 10's.*

Apostrophe with dates when first figures are omitted: *The Spirit of '76*

GRADE 6

Colon to introduce a list with as follows or the following: *The box contained the following objects: an old map of California, ten comic books, a tattered calendar and a small notebook.*

Colon in references between volume and page: *National Geographic 132:79*

Underline (italics in print) words referred to as words and letters referred to as letters:
In your paper some the's should be replaced by a's.

Apostrophe in plurals of words referred to as words: *There are too many and's in the last sentence.*

Hyphen with compound adjectives: *The Indian's face was painted with orange-colored slashes.*

Hyphen with adjective or noun that begins with prefix ex or self: *ex-president, self-pity*

Hyphen with proper nouns that start with prefixes: *all-American, pro-German, post-Civil War*

GRADE 7

Semicolon between main clauses of a compound sentence not joined by a conjunction: *Mrs. Forester had been very kind to us; we were glad to help her when she needed us.*

Semicolon between main clauses of a compound sentence joined by a conjunctive adverb: *Kathy didn't like mathematics and didn't do much studying; therefore, she failed the examination.*

Colon to introduce lists: Expand rule introduced in grade six to include lists not specifically introduced with the following: *This letter will inform you of the items missing from our order: three dinner plates, two bowls and two yellow placemats.*

Colon to introduce a long, formal statement or quotation: *This is his statement as reported in the papers: "I have never advocated such ideas; I do not advocate them now; I do not approve of them; and I have no reason for believing that I ever will approve of them."*

Dash for important break in thought: *This reminds me of something that happened back in the depression -- but, no, that's another story.*

Parentheses to enclose details and incidental remarks: *Two of the new members (very probably Kohl and Gibson) will be chosen for the ways and means committee.*

GRADE 8

Question mark after question within a sentence: *Then someone remarked (wasn't it my brother?) that we all should have stayed home.*

Quotation marks to set off a word used with a mocking tone: *This remarkable piece of "art" consists of a large canvas covered with mud and old subway transfers.*

Underline (italics in print) foreign words: *At first thought successful, the coup d'etat was able to retain its power only two months.*

Ellipsis to indicate omission: *Fourscore and seven years ago our fathers brought forth upon this continent a new nation . . . dedicated to the proposition that all men are created equal.*

BEYOND 8

Semicolon with elements in a series with internal commas: *Peterson, the president of the student council; Mr. Thomas, the principal; and Mrs. Cohen, the PTA representative, met to discuss student plans.*

Colon between two main clauses when the second clause explains, restates or amplifies the first: *We will have one chance for escape: we may retreat by the lower road.*

Single quotation marks to set off quotations within quotations: *My friend complained, "I wish he'd stop saying, 'You know.'"*